



Library Instruction Policies and Procedures

- Requests for library instruction should be made at least 3 days in advance. For last-minute requests, we suggest that the faculty member talk to the librarian who will be providing the instruction. We will collect the following information:
 - Instructor name
 - Course ID
 - Date and time requested
 - Number of students
 - Basic nature of assignment and type of information students will be seeking
 - Contact information (phone and/or email) for instructor

The librarian providing the instruction might need further information about the class and the assignment. All of this information will be added to the Library Instruction calendar. A link to the Library Instruction calendar can be found on the library home page at <http://librarybookings.highpoint.edu:5111/biblab>.

- Except in rare circumstances, only one library instruction session will be provided per class period on the same day. If doubling-up is considered, the total number of students for both classes should not exceed 25.
- Daily/weekly guidelines on instruction volume will be as follows:
 - No more than 5 sessions per day.
 - No more than 15 sessions per week.
- We encourage faculty members to attend these research sessions with their classes. Faculty members can answer questions that arise about the student's research and clarify questions about assignments. Library instruction for instructor absences will be considered on a case-by-case basis only when the research goals are clear and appropriate and have been communicated to the class in advance of the library meeting.

Instruction should be tailored to the course level according to the following suggestions:

Standard Guidelines for Library Instruction

- ◆ **Beyond the orientation tour, Library Instruction should be course specific.** Since sessions are highly customized to your course content and students' needs, please request as far in advance as possible and provide assignment details and topics.
- ◆ **Students should be familiar with the expectations of the assignment before coming to the library.** Students prepared with topics in advance are more engaged and more successful with library searches.
- ◆ **Instruction works best at a time when students are likely ready to begin work on the assignment – i.e. not weeks or months before it is due.** Please consider this suggestion when scheduling a session.
- ◆ **The instruction lab accommodates 18 students.** Classes much larger should be split to preserve the hands-on, individualized instruction.
- ◆ **Achieving information literacy takes time.** Ideally, Research & Writing courses will make at least two visits to the library to cover both finding and using library resources. Any class is welcome to make repeat visits to the library, for the same or for different levels of instruction.
- ◆ To avoid frustration, boredom, and apathy on the part of the students, 200 and 300 level courses should be scheduled only when the research component is an integral part of the course and its assignments. The Research and Writing courses and courses with discipline-specific research expectations (legal cases, statistics, etc.) are the most obvious examples.
- ◆ In cases where the class is not deemed appropriate for library instruction, other services can be provided – one-on-one consultations with students, assignment consultation, planning meetings, and integrated instruction are all services provided by the Reference department.